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ABSTRACT

Developed by the National Council of Teachers of English Committee to Evaluate Curriculum Guidelines and Competency Requirements, this guide is intended to help teachers and administrators develop exemplary English language arts curricula. The first half of the booklet presents an annotated list of committee-recommended curriculum guides, representing a variety of sample frameworks, units, and lesson plans intended for reference use by schools and agencies in the process of developing or revising a curriculum. Grouped according to the year in which the guides were recommended (1983, 1982, and 1981), each annotation provides information on grade level, content, aims and objectives, and how to obtain the guide. The second half of the booklet contains a statement of criteria for planning and evaluating English language arts curriculum guides. Criteria are organized under the headings of philosophy, policies and procedure, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. (HTH)

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ED236673

Recommended English Language Arts Curriculum Guides, K–12

1983

Imogene Springer, Editor,
and the NCTE Committee
to Evaluate Curriculum Guidelines
and Competency Requirements

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FOREWORD

The Educational Resources Information Center (ERIC) is a nationwide information system operated by the National Institute of Education (NIE) of the Department of Education as a service to educators throughout the country. ERIC makes available through hundreds of libraries and information centers over 220,000 unpublished documents on all phases, levels, and subject areas of education. This is accomplished through ERIC's network of specialized centers or clearinghouses, each of which is responsible for acquiring, evaluating, abstracting, and indexing current documents within a particular educational area. The bibliographical information and abstracts for these documents are then listed in ERIC's monthly reference publication, Resources in Education (RIE).

The ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects, evaluates, and disseminates educational information related to research, instruction, and professional preparation in reading, English, educational journalism, and speech communication at all levels and in all institutions. The scope of interest of the Clearinghouse includes research reports, literature reviews, curriculum guides and descriptions, conference papers, project or program reviews, and other print materials.

One of the primary goals of ERIC and NIE is to present the information found in the ERIC system in a format that will be useful to the classroom teacher, the administrator, and the curriculum developer. Such is the goal of this bibliography, which brings together titles and descriptions of curriculum guides recommended by the NCTE Committee to Evaluate Curriculum Guidelines and Competency Requirements. ERIC/RCS is pleased to assist NCTE in providing this continuing service to educators.

Charles Suhor
Director, ERIC/RCS

INTRODUCTION

To help teachers and administrators to develop exemplary English language arts curricula, the NCTE Committee to Evaluate Curriculum Guidelines and Competency Requirements, through the cooperation of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), has prepared this annotated list of recommended curriculum guides. Its purpose is to publicize carefully planned and well-written curricula, providing models for those who are currently reviewing their programs and want to consider a variety of curricular frameworks, content units, and individual lesson plans. Local curriculum committees may find it worthwhile to study these guides with several considerations in mind: philosophy and rationale; objectives and organization; activities for the teaching of composition, reading, or literature; evaluation; and the applicability of a given curriculum in another setting. In addition to the 1983 list, the annotations are reprints for curriculum guides recommended in 1982 and 1981. The criteria used by the committee in evaluating curricula are also included and should prove helpful to curriculum planners seeking a set of standards.

The guides recommended here are available from the schools and agencies that produced them or from the ERIC Document Reproduction Service (EDRS). Only curricula that have been assigned ERIC document (ED) numbers, given in the annotation headings, can be ordered through EDRS. Curricula not available through EDRS are so noted, as are those that will become available in the near future. EDRS ordering information is found at the end of this booklet.

Still another service to local curriculum planners is the opportunity for review of curriculum guides, offered free of charge by the committee. A school district should mail two copies of its curriculum guide to the NCTE Committee to Evaluate Curriculum Guides and Competency Requirements, 1111 Kenyon Road, Urbana, Illinois 61801. In addition, the Committee would appreciate two statements: one that indicates whether the guide should be considered for inclusion in the next publication of Recommended English Language Arts Curriculum Guides, K-12, and a second that describes the development of the guide, the nature of the school population and community, and the guide's relationship to other curriculum materials in use. When a school district sends a curriculum guide for review, a member of the committee examines the materials carefully, reports in written form according to the criteria, and records comments on a cassette tape that is sent to the participating district.

The National Council of Teachers of English regards curriculum development at the local level as a professional activity of the highest order. The committee's review role and the publication of this booklet are testaments of this regard. The Committee to Evaluate Curriculum Guides and Competency Requirements urges teachers everywhere to encourage and participate in the continuing work of curriculum development.

CURRICULUM GUIDES
RECOMMENDED IN 1983

ELEMENTARY

Elementary Language Arts Curriculum Guide. New Orleans Public Schools. 1982. Available from Hilda W. Young, New Orleans Public Schools, 4100 Touro Street, New Orleans, Louisiana 70122. ($25.00). [Soon to be available in microfiche from EDRS.]

Emphasizing the interrelationships of listening, speaking, reading, and writing, this curriculum guide provides a comprehensive language program for each grade level from kindergarten through grade six. Following brief statements of philosophy and objectives, the bulk of the guide is devoted to descriptions of activities at each grade level and across the four strands of the curriculum. Each description lists learner outcomes for the cognitive, affective, and psychomotor domains and titles of additional resources. A spiraling scope and sequence is provided for each grade level, indicating the steps necessary to reach specific goals. Appendices contain a list of currently adopted texts in language arts for the Orleans Parish Public Schools, a bibliography of professional books, the word lists used by the state of Louisiana for its basic skills tests, and notes on listening, speaking, reading, and writing.

Composition Handbook for Decatur Teachers. Decatur Public Schools. 1982. Available from Betty Watkins, Decatur Public Schools District 61, 101 West Cerro Gordo, Decatur, Illinois 62523. ($4.50 per copy, $4.00 for 12 or more). [Soon to be available from EDRS.]

Designed for the classroom teacher, this composition handbook suggests ways in which the teacher can integrate composition activities with the Macmilliam language program. The first part of the handbook examines current research findings: (1) students learn to write by writing, (2) a variety of writing experiences is necessary, (3) the writing process is as important as the product, (4) mistakes in writing can be an indication of growth, (5) revising must be a part of the writing process, (6) a real audience is important if students are to take writing seriously, (7) teachers must learn to find better ways to handle the paper load, (8) writing must be done in all subject areas, (9) writing contributes to intelligence, (10) writing aids in the development of reading, and (11) reading aids in the development of writing. The second part of the handbook offers writing goals and activities for kindergarten through grade six students. In addition, this section provides summary statements of the skills the average student should possess at the end of each grade and a list of sources for further writing activities. Appendices contain suggestions, tips, and methods for handling the paper load, writing in the content areas, and developing audiences for students' writing, as well as lists of publishers of student writing and writing contests.

Elementary School Handbook for Expository Writing Grades K-3. Arlington Public Schools. 1980.

Elementary School Handbook for Expository Writing, Grades 4-6. Arlington Public Schools. 1980.

Intermediate School Handbook for Expository Writing, Grades 7-8. Arlington Public Schools. 1980.

High School Handbook for Expository Writing, Grades 9-10. Arlington Public Schools. 1980.

High School Handbook for Expository Writing, Grades 11-12. Arlington Public Schools. 1980.

Available from EXPO Project, Arlington Public Schools, 1426 North Quincy Street, Arlington, Virginia 22207 ($12.00 for each guide). [EXPO Writing Process Tests, including a test manual, are also available from the EXPO Project. For information, write the EXPO Project at the above address.]

These five guides have been developed on the premise that coherent, unified writing is a skill that can be taught through mastery of the five-step writing process: prewriting, outlining, writing, proofreading, and rewriting. Each of the guides contains an overview of expository writing and goals, a discussion of the writing process, writing exercises for each of the five steps, and extensive appendices. These appendices, which coordinate with the grade levels of each individual guide, include such items as a definition of terms, considerations in designing topics, topics, sample paragraphs, hints to the writer, standards for written work, evaluation sheets, writing assignments, and a materials catalogue.

Anchor Papers, Grades 4-5. Wappingers Central School District. 1982.

The "anchor papers" included in this sample serve as examples of the range of responses possible for each of the four levels in the holistic rating scale proposed by New York State for scoring its new writing test. This guide describes the process by which the anchor papers were scored and selected from a total number of 745. In addition to the anchor papers, the guide includes commentaries, generalizations, instructional activities, and results.

Reading/Language Arts: Elementary and Middle School Curriculum Objectives. Boston Public Schools. 1982.

The purpose of this guide is to outline clear objectives in reading, writing, listening, speaking, and critical thinking with emphasis on the integration of these language arts. The following individual categories are charted for all nine grade levels, kindergarten through grade eight: (1) variety of material--experience with a broad range of reading material; (2) literal comprehension--reading/listening for the explicit meaning; (3) interpretive comprehension--reading/listening "between the lines"; (4) evaluative

comprehension--reading/listening with critical insight; (5) vocabulary building--word recognition and word meaning; (6) variety of writing--experience with a broad range of writing modes; (7) writing--the craft; (8) writing--mechanics and usage; (9) speaking--oral reading, speaking, and presentation; (10) study skills--locating, organizing, and retaining information; and (11) language structure--patterns and nomenclature of English. All objectives are presented in two columns, one listing the objective and its scope and the other giving an example of what the student should be capable of when the objective is reached. In addition to the charts of objectives, this guide provides a thorough introduction explaining the arrangement of the material, a statement of philosophy and goals, a vertical skills list, and appendices with checklists, proofreading marks, and a chart indicating correlation with state skills.

Teacher's Guide for Utilization of Performance Standards: Comprehensive Competency Based Education Plan. Primary III and Grade 5. St. Louis Public Schools. 1981.

Developed to provide performance standards in language arts and mathematics to be used as bench marks for assessing pupil achievement, this guide contains the performance standards for primary III and grade 5, directions for assessing pupil achievement of these standards, some of the instruments to be used in assessment, and a checklist for recording pupil progress. The performance standards are presented in a chart, which includes a statement of performance standard areas within the language arts and mathematics, the clusters of competencies derived from these areas, the general performance expectations, and the essential performance indicators. The directions for assessing essential performance indicators are offered to insure uniformity in determining pupil achievement in the skills for which the objectives were written, while some tests are included to aid the classroom teacher. Directions for marking the checklist are provided with the checklist, which indicates areas of pupil achievement.

A Curriculum Guide for Language Arts: Kindergarten through Grade 5. St. Louis Public Schools. 1982.

The language arts curriculum provided in this guide consists of four subject areas: reading, language, spelling, and handwriting. Each of these subject areas is interrelated with identical skills being taught in several subject areas, with the repetition presented in the outlined objectives and skills for each level/grade and the scope and sequence charts. These charts also indicate the level/grade at which each skill is introduced. The guide outlines goals for the St. Louis public schools and for each area within the language arts. Scope and sequence charts are offered for reading, gifted reading, language, gifted language, spelling, and handwriting. The following individual sections of the guide include materials, objectives and skills, correlations, guidelines, and activities: kindergarten, primary I, primary II, primary III, grade 4, grade 5, primary II gifted, primary III gifted, grade 4 gifted, and grade 5 gifted. An appendix contains additional material, including phonetic rules, four types of reading, types of comprehension, elements in literature, survival words, and a glossary.

Middle School Communication Skills Curriculum Guide. St. Louis Public Schools. 1982.

The curriculum presented in this guide was designed to use an interdisciplinary approach and to provide for the sequential development of basic skills in all areas of communication: reading, writing, spelling, speaking, and listening. The guide includes statements on the philosophy and goals of the St. Louis public schools and the philosophy of the middle school communication skills program, an overview of this program, a chart on the interrelationships of subjects in the middle school, and a discussion of the characteristics of the middle school student.

A section on communication lists skills and objectives for grades six through eight, while the following sections contain activities and materials: reading, language, spelling, and handwriting. In addition the guide offers correlation charts, lists of audiovisual materials, outlines of a gifted program for each of the three grades, and a model interdisciplinary unit. An appendix, with related materials, concludes the guide.

SECONDARY

English: High School Curriculum Objectives. Boston Public Schools. 1983.

The objectives in English for high school students listed in this guide continue the sequence found in "Reading/Language Arts Elementary and Middle School Curriculum Objectives." For each of the four grade levels, objectives are presented in two columns (one for objectives and one for examples for evaluating student mastery) in the following categories: (1) variety of material--reading a broad range of material; (2) literal comprehension--reading/listening for the explicit meaning; (3) interpretive comprehension--reading/listening "between the lines"; (4) evaluative comprehension--reading/listening with "critical insight"; (5) vocabulary building; (6) variety of writing--the process; (7) writing--the craft; (8) writing--mechanics and usage; (9) language structure--patterns and nomenclature of English; (10) speaking--oral reading, discussion, and presentation; and (11) study skills--locating, organizing and retaining information, and improving test-taking skills. In addition to the lists of objectives, this guide contains an introduction describing the various sections, a statement of philosophy and goals, and appendices containing editing marks and a corrected essay, a sample expository essay and explanation, answers to examples for each of the four grades, and a bibliography.

English Curriculum Guide, 7-12. Fremont Unified School District. 1983.

Constructed to serve as a contract among English teachers within a district, this guide lists nine objectives, including the following: to improve the quality of English language arts and reading instruction in the secondary

schools; to articulate and connect English curriculum objectives, skills, and concepts into a K-12 continuum; and to bring classroom practices in line with current research and theory. The guide is compiled in a loose-leaf format with tab dividers for the sections as follows: introduction and philosophy; policies and procedures; responsibility and evaluation; continua, with individual language skill objectives charted for kindergarten through grade twelve; adult/continuation; and teacher helps. The material provided within each of the grade divisions, seven through twelve, includes skill objectives and sample assignments in five areas: reading, vocabulary, and critical thinking; study and location skills; composition, grammar, and usage; speaking, listening, and performing; and literature and other media.

The Cultural Exchange: Literature, A Multicultural Perspective. 1980. Available from the Humboldt County Office of Education, 901 Myrtle Avenue, Eureka, California 95501 ($40.00).

Developed in response to the perceived need for an increase in multicultural curriculum materials, the **Cultural Exchange** is an instructional program for grades 9 through 12, based upon a cross-cultural approach to a comparative study of human similarities and differences. As such, it develops academic skills in secondary literature programs emphasizing short story and poetry objectives while using multicultural content. The short story unit contains sections, with literature samples and activities, on heritage sharing, characterization, setting, conflict, plot, common experiences, family roles, and assessments. The poetry unit includes material on poetry elements, imagery and symbolism, simile and metaphor, voice, narrative poetry, and theme.

Program Overview: English Language Arts and Reading. Seattle Public Schools. 1979.

The language arts program outlined in this guide focuses on both skills and content: the skills of reading, oral language, written composition, and writing mechanics, with content related to language and literature. The reading program introduces and emphasizes decoding, comprehension, and functional reading skills at different grade levels. This guide presents program goals for the English language arts and reading, lists the basic premises of English language instruction and the assumptions of the Seattle reading program, and points out the program highlights for kindergarten through sixth grade. Course descriptions and goals are then offered for language arts, grades 7 through 12; journalism, grades 9 through 12; speech, grades 7 through 12; and various aspects of reading, grades 5 through 12.

A Course Syllabus for the Teaching of Communication Skills. Seattle Public Schools. 1983.

The communication skills course outlined in this syllabus is designed for the student who scores poorly on the Minimum Competencies Performance Test in grades 9 through 12, with preferred placement in grade 10. The syllabus contains an overview of the course, statements on multicultural education and

career education, and individual course outlines (with descriptions, activities, objectives, procedures, teacher and student materials, and so forth) within each of five categories: listening and speaking, written composition, writing mechanics, language study, and reading. Appendices contain a plan for two weeks of classwork, a sample course outline, a point system evaluation, a plan for nonstop writing, student introduction interviews, and a checklist for student self-evaluation. A bibliography concludes the syllabus.

A Course Syllabus for the Teaching of English Language Arts 7. Seattle Public Schools. 1982.

Designed as a resource for teachers, this syllabus suggests appropriate teaching methods, materials, and additional items of content appropriate to the course. The syllabus contains statements on multicultural education and career education; an overview of the course with a course description and a list of student objectives; and individual course outlines (with descriptions, activities, objectives, student and teacher materials, and so on) within each of five categories: listening and speaking, written composition, writing mechanics, language study, and literature. Appendices contain a sample manuscript form; proofreading symbols; word lists; additional material for reading instruction (cloze procedure, phrases for questions using Barrett's taxonomy, and activities for responding to literature); composing topics; and a film evaluation form. An index and a bibliography conclude the syllabus.

A Course Syllabus for the Teaching of English Language Arts 9A. Seattle Public Schools. 1981.

Designed as a resource for teachers, this syllabus suggests appropriate teaching methods, materials, and additional items of content appropriate to the course. The syllabus contains statements on multicultural education, career education, and reading in English courses, and provides a course summary that includes descriptions of the course, student goals, and a teaching plan. Content is divided into the following categories: listening and speaking, written composition, language study, and literature. Activities are suggested within each category. Appendices include criteria for evaluating a composition, manuscript directions, proofreading symbols, a list of 100 basic words for spelling, and the form of the limerick and cinquain. A bibliography concludes the syllabus.

A Course Syllabus for the Teaching of English Language Arts 9B. Seattle Public Schools. 1982.

Designed as a resource for teachers, this syllabus suggests appropriate teaching methods, materials, and additional items of content appropriate to the course. The syllabus contains statements on multicultural education, career education, and reading in English courses, and suggests a teaching plan for English language arts, 9B. Content is divided into the following categories: listening and speaking, written composition, writing mechanics, language study, literature, and reading. Learning activities are presented

within each category. Appendices include student reference sheets for manuscript directions, proofreading symbols, and one-hundred basic spelling words. A bibliography concludes the syllabus.

Suggestions for Implementing Virginia's Minimum Competency Program. Virginia State Department of Education, 1978. [ED 185 068, 65 pp.]

This guide is designed for school principals who bear the responsibility for the successful administration of Virginia's Competency Program. Several aspects of the program are described: legislative background; graduation requirements concerning citizenship and qualifying for further education or work; tests used to assess reading and mathematics skills; scoring procedures; opportunity to repeat tests; and school district versus state responsibilities. Information is included on the following: criteria that may be used to evaluate students' competency; guidelines for test interpretation; testing procedures for exceptional students; record keeping instructions; training topics for staff development programs; tips on insuring curriculum validity; and a list of benefits associated with the program. Suggested student competencies and performance indicators are appended for secondary school mathematics, reading, and citizenship. Another appendix includes a two-page news release.

Applied Curriculum Guide in English, 7-12. Wappingers Central School District. 1982.

Designed to aid new Applied Curriculum (AC) teachers, this guide identifies the characteristics of AC students (such as "performs at academic level considerably below tested potential ability level" or "has had difficulty in one or more aspects of reading") and lists the previously introduced K-6 skills and processes, as well as the previously mastered K-6 skills. The guide also provides a list of texts currently available, recommends new materials, lists audiovisual aids, develops a list of developmental reading skills to be reinforced, and outlines model activities for students, which comprise the major portion of the guide.

Language Arts Scope and Sequence. Wappingers Central School District. 1981.

This guide suggests writing skills and processes for grades 7 through 12, and emphasizes that although the suggested skills and processes are allocated to grade levels, the way in which the total writing process is taught is fundamental to and preeminent over the separate curricular items. Further, the guide distinguishes between skill and processes in charting the sequence of writing-related activities, which are divided into three sections--prewriting, composing, and postwriting. An appendix contains a self-evaluation sheet for writing, a list of stages in the writing process, a glossary of terms, and lists of correction symbols and forms of writing.

Teacher's Guide for Utilization of Performance Standards: Comprehensive Competency Based Education Plan, Grades 8 and 10. St. Louis Public Schools. 1982.

Designed to present performance standards in communication skills and mathematics to be used as bench marks in assessing student achievement, this guide contains three major sections. The first section charts performance standards areas, the clusters of competencies derived from these areas, the general performance expectations, and the essential performance indicators. The second section contains directions for assessing essential performance indicators to insure uniformity in determining student achievement in the skills for which the objectives were written. Some tests are included to aid the classroom teacher. The final section offers a checklist, with directions, for recording student achievement of each essential performance indicator.

GRADES K-12

Language Arts Curriculum Guide. Lexington School District Two. 1982.

The specific purposes of this three-volume guide are to insure continuity and sequence of language arts instruction from kindergarten through grade 12, to support state-mandated language arts goals and objectives, and to provide a practical tool that must be revised periodically to meet the future needs of a changing society. The first volume contains K-12 scope and sequence charts for reading, writing, listening, speaking, and reference/study/media; skills lists for K-12; expanded directions for a management system; a glossary; an index; and a bibliography. The second volume includes activities for each of the skills areas, divided according to level: kindergarten, grades 1 through 3, and grades 4 and 5. The third volume presents activities in each skill area for grades 6 through 8, and 9 through 12. An appendix for grades 6 through 12 contains additional material, such as suggestions for integrated units, instant word lists, a vocabulary list, a reading speed test, a list of proverbs, and worksheets.

EXPO Project Implementation Guide. 1980. Available from EXPO Project, Arlington Public Schools, 1426 North Quincy Street, Arlingon, Virginia 22207 ($20.00).

Since the Expository Writing Project approaches the teaching of writing as the teaching of a series of skills, all aspects of the project focus on the skills, providing a sequential, standard program. Designed as a K-12 program, it can be implemented as an elementary, intermediate, or high school program that focuses on a five-step writing process: prewriting, outlining, writing, proofreading, and rewriting. This guide provides a complete explanation of the project goals and methods, including an overview, goals and objectives, sequential writing objectives, and discussions of the writing process and thinking skills, staff development, evaluation of writing, the writing/thinking process, writing readiness, introducing the topic sentence, sentence structure, sentence combining, teaching the low achiever, and the essay. Sections on materials and evaluation, and a bibliography conclude the guide.

Writing Resource Guide for Assessment and Instruction. Delaware Department of Public Instruction. 1980. [Soon to be available from EDRS.]

Developed from a comparison of the writing performance of eighth grade students in Delaware with a representative national group, this writing resource guide provides a detailed description of the state's writing assessment procedure and offers educators guidance in evaluating student writing and improving student writing skills. After describing the state writing assessment program, the first of three sections suggests methods of preparing for assessment and applying scoring procedures in the classroom. It also presents descriptions of the primary and secondary traits of major types of writing, a completed example of preparatory work, a sample preparation form, and a checklist for mechanics scoring to aid in evaluation. The second section contains 40 teaching/learning activities labeled according to writing category (narrative, descriptive, expository, persuasive, or expressive) and suggested instructional level (elementary or secondary). The final section describes 11 books and articles related to evaluating student writing, lists several state-supported projects developed to improve student writing skills, and presents classroom activities available on microfiche. Assessment instruments are included in the appendices. (MM)

Target: Communication skills. Lincoln Public Schools. 1982. Available from Lincoln Public Schools, Administrative Offices, P.O. Box 82889, Lincoln, Nebraska 68501. ($20.00) [Soon to be available from EDRS.]

Intended to help elementary and secondary teachers model and teach communication skills in all subject matters, this curriculum guide is divided into four sections. The introduction describes the program's goals, explains how to use the guide, and presents grade-appropriate profiles of communication skills competence. The second section lists indicators of student competence in speaking and understanding spoken English, evaluating and responding to messages, and building and maintaining human relationships. It also provides examples of student assessment records and sample activities. Section three presents a series of activities coded for grade-level appropriateness and type of skill developed. The final section includes explanations, definitions, rationale, and suggestions for teachers and students in utilizing communication techniques; illustrates the life application of specific communication skills; and lists both print and nonprint resources on communication methods and activities.

Target: Literature. Lincoln Public Schools. 1982. Available from Lincoln Public Schools, Administrative Offices, P.O. Box 82889, Lincoln, Nebraska 68501. ($11.00) [Soon to be available from EDRS.]

Intended to provide the basis for a lifelong appreciation of literature, this curriculum guide outlines a sequence of instruction for elementary and secondary school students. Used in conjunction with the K-12 Reserved Literature list for the Lincoln, Nebraska, public schools, the guide provides grids indicating the appropriate grade level for introducing, focusing on, or

reinforcing specific literary content, such as characteristics of literary genres (such as short story or novel), structural elements (such as plot and setting), and language devices (such as dialect or figures of speech). It presents sample questions based on Benjamin Bloom's cognitive taxonomy to guide students, exploration of literature from simple recall to the increasingly more complex operations of application, analysis, and evaluation. It also presents examples of instructional techniques encouraging student exploration of personal thoughts, feelings, and experiences through literature. The resource section of the guide discusses literature's value as well as teacher and community responsibility to promote student appreciation of great books. It also presents general criteria for selecting instructional materials and specific guidelines for evaluating textbooks for racial or sexual bias. The final section, a glossary of literary concepts, acts as a support for teachers' lesson planning.

Target: Writing: A Written Composition Curriculum Instruction by Objectives, K-12. Lincoln Public Schools. 1982. Available from Lincoln Public Schools, Administrative Offices, P.O. Box 828899, Lincoln, Nebraska 68501 ($53.00). [Soon to be available from EDRS.]

Designed to coordinate composition instruction between the primary and senior high school years, this curriculum guide presents a system for both the direct teaching of specific composition objectives and the assessment of student achievement and program effectiveness. The first of the guide's five major sections explains the curriculum's scope, purpose, and means of assessment. Divided into primary, intermediate, junior high school, and senior high school units, the next four sections explain grade-appropriate work/study and common writing objectives, describe required and chosen units of study, and list source materials and possible writing activities. They also present advice on helping students take standardized tests. Each section builds on the student skills in informative, expressive, and elective writing developed in the previous units. The appendices offer a series of grids on age-appropriate writing experiences and skills, a glossary of writing terms, a description of how this curriculum was developed, a style guide, and sample student diagnosis records. (MM)

Standards of Learning Objectives for Virginia Public Schools: Language Arts. Virginia State Department of Education. 1981. [ED 216 400, 39 pp.]

The standards of learning objectives for English, reading, and language arts that are presented in this paper are intended as a basis for planning language arts curriculum and instruction. A list of objectives is presented for each instructional level from kindergarten through grade twelve. The objectives reflect concern for developing the concepts, skills, and positive attitudes in each of the following areas: (1) oral language (listening and speaking), (2) reading, (3) writing (composition, handwriting, and spelling), (4) literature, and (5) language process (grammar and usage, thinking and study skills, and so on). An appendix contains the twelve educational goals upon which all the objectives were based.

ADULT BASIC EDUCATION

Adult Basic Education, English and Communications Curriculum Guide. Province of British Columbia. 1982.

Designed to define a common curriculum goal and an array of learning objectives for adult basic education English and communications courses, this guide also provides a flexible structure for course design and a framework that will be useful to administrators, coordinators, and instructors. The guide, organized to parallel the sequence that can be used in planning an English or communications course, presents an overall curriculum goal; learning objectives for writing, speaking, listening, viewing, reading, and responding to literature; and a course design. It then outlines in detail seven theme units that are structured to aid the natural integration of the five language skills, and suggests eighteen additional theme units. These are followed by skills units that focus on both developing individual skills and integrating skills within larger theme units and that list purposes, objectives, topics, activities, and instructional resources. The guide concludes with sections on the principles of adult learning, perspectives on teaching English and communication skills, instructional and professional resources, and publishers addresses.

CURRICULUM GUIDES
RECOMMENDED IN 1982

ELEMENTARY

Language Arts Curriculum Guides, Grades 1-5. Norman Public Schools. 1981. Available from Norman Public Schools Curriculum Department, 131 South Flood, Norman, Oklahoma 73069 ($25.00 for each guide). [ED 224 038, 161 pp.; ED 224 039, 191 pp.; ED 224 040, 243 pp.; ED 224 041, 291 pp.; ED 224 042, 201 pp.]

Intended to enhance the quality of language arts instruction in the first through fifth grades, these curriculum guides define objectives, list some basic resources, and offer teaching activities. The five strands covered include language and grammar, listening, speaking, reading, and writing. An articulation chart at the beginning of each guide categorizes objectives within each strand as introduction, major objective reinforcement and extension, or continued reinforcement. The categories for each objective are arranged across grade levels for grades one through five. The rest of the guide is divided according to strand and lists objectives with accompanying resources, activities, and notes. Appendixes include a key to abbreviations and a bibliography of teaching aids.

SECONDARY

English 11 (Minimum Essentials). Grade 11. Prince George School District No. 57. 1981. [ED 219 804, 51 pp.]

The primary aim of this minimum essential course guide for grade 11 English is to increase students' confidence and sense of worth by allowing them opportunities to experience success in listening, speaking, reading, and writing. The five goals of highest priority are (1) to help students listen effectively, (2) to help students speak effectively, (3) to foster an interest in reading, (4) to help students develop appropriate skills for writing sentences and paragraphs, and (5) to help students develop wide speaking, listening, reading, and writing vocabularies. To encourage an awareness of society and its values, the following goals were given high priority: to develop in students a range of reading and study skills, to provide students with opportunities for writing various types of prose, to encourage a critical examination of mass media skills, to extend students' knowledge of self and society through literature, and to provide opportunities for students to express themselves creatively. Another set of goals that should be emphasized only after students are well on their way to mastery of the first two sets of goals are primarily based around literature. Five sequential themes appropriate to students' interests serve as focal points around which content and experiences are organized: man and himself, communicating with society, influence of the media, man and his community, and man and his world. The thematic units include thematic concepts, learning outcomes, activities, and some suggested sources.

Language Arts Curriculum Guide. Second Edition. Grades 7-12. Parkrose Public Schools. 1981. Available from Parkrose Public Schools, Attention Max L. Brunton, 10636 N.E. Prescott Street, Portland, OR 97220 ($3.50). [ED 219 771, 67 pp.]

Language arts course statements for grades 7 through 12 are presented in this curriculum guide. Content areas for each grade level are as follows: grade 7--reading, writing, and spelling, with certification required in reading; grade 8--reading, writing, and spelling; grade 9--writing, speaking, and listening, with certification required in each area; grade 10--writing (description, narrative, and exposition); grade 11--writing (exposition and third person form); and grade 12--writing and literature. Course statements are provided for the following areas: reading and writing analysis, speech, drama, basic skills, journalistic writing, the novel, the short story, poetry, language study, college preparatory English, senior English, Shakespeare, school yearbook, school newspaper, global studies, humanities, reading, and writing. The statements indicate grade level, length of course, term hours, and prerequisites and provide course overviews and goals.

Oak Knoll School English Curriculum. Grades 7-12. Oak Knoll School of the Holy Child Jesus, Summit, New Jersey 1981. Available from Harriet Marcus, Oak Knoll School of the Holy Child, 44 Blackburn Road, Summit, New Jersey 07901 ($2.00) [ED 217 409 66 pp.]

In this detailed survey of the English offerings of a private secondary school for girls, each grade is divided into semester or smaller thematic units. For each of these units, an overview/rationale is followed by book list and description of how the unit's activities will help the student develop specific skills in the areas of reading, writing, speaking, and listening. Seventh grade is divided into six units: the family, "A Christmas Carol," the short story, "Johnny Tremain," folk literature, and poetry. A year long course on developmental reading is designed for seventh and eighth grade students deficient in basic reading and vocabulary skills. Eighth grade consists of four units: drama, fortune-telling, the novel, and courage. Ninth grade is divided into quarterly courses: world of the past, poetry, short story, and world of the future. Tenth grade consists of two semester courses: literature of the imagination and historical literature. In addition to quarterly courses (in tragic drama, those romantic ladies, hero in Irish literature, and literature as social commentary), students in grades 11 and 12 choose form among 11 electives offered in alternating years. Students who complete extra work may receive honors or advanced placement credit in these courses.

The Wisconsin Alternative Curriculum Design in Basic English/Communication Skills for Grade 9. Wisconsin State Department of Public Instruction. 1981. Available from the Wisconsin Department of Public Instruction, Publications Office, 125 South Webster, P.O. Box 7841, Madison, WI 53707. (Request Bulletin #2131. $3.50, checks payable to Wisconsin Department of Public Instruction). [ED 209 681, 280 pp.]

Intended for use with ninth grade students, this guide is one of a series of teacher resource curriculum guides in communication arts developed by the Wisconsin Department of Public Instruction. The curriculum described in the guide is intended to (1) appeal to students of all abilities, (2) provide for student interaction and involvement, (3) increase student use of language as a communication tool, (4) increase development of vital communication skills, and (5) involve students in creating and receiving messages in various modes, for various purposes, and for varied audiences. The guide contains 25 units based on the five major functions of communication (informing, feeling, imagining, ritualizing, and controlling) and five audience contexts (intrapersonal, dyadic, small group, public, and mass communication). The units contain activities for reading, writing, speaking, and listening. Appendixes contain statements about the teaching of reading, writing, speaking, and listening drawn from current research.

The Wisconsin Alternative Curriculum Design in Basic English/Communication Skills for Grade 10. Wisconsin State Department of Public Instruction. 1981. Available from the Wisconsin Department of Public Instruction, Publications Office, 125 South Webster, P.O. Box 7841, Madison, WI 53707. (Request Bulletin #2132. $3.50, checks payable to Wisconsin Department of Public Instruction). [ED 209 682, 264 pp.]

Intended for use with tenth grade students, this guide is one of a series of teacher resource curriculum guides in communication arts developed by the Wisconsin Department of Public Instruction. The curriculum, described in the guide is intended to (1) appeal to students of all abilities, (2) provide for student interaction and involvement, (3) increase student use of language as a communication tool, (4) increase development of vital communication skills, and (5) involve students in creating and receiving messages in various modes, for various purposes, and for varied audiences. The guide contains 25 units based on the five major functions of communication (informing, feeling, imagining, ritualizing, and controlling) and five audience contexts (intrapersonal, dyadic, small group, public, and mass communication). The units contain activities for reading, writing, speaking, and listening. Appendixes contain statements about the teaching of reading, writing, speaking, and listening drawn from current research.

Bellaire High School English Program Guide. Margaret E. Peterson, Bellaire Public Schools, Route 3, 204 West Forest Home, Bellaire, Michigan 49615. [ED 226 342, 56 pp.]

Intended to acquaint students and parents with the English program at Bellaire High School (Michigan), this guide contains the curriculum for grades 7 through 12. After a short introduction stating the program's philosophy and student program's sequence, the curriculum for each grade and course is presented under the following format: (1) prerequisites, (2) description, (3) requirements for students and teachers, (4) objectives, (5) texts, (6) supplementary materials, and (7) length of course. Topics covered in the course listing include grammar, composition, world literature, American

literature, vocational English, and speech. Electives listed include advanced courses in composition, literature, creative writing, vocabulary, and journalism.

GRADES K-12

Parkrose Writing Program Guide. Grades K-12. Parkrose Public Schools. 1981. Available from Parkrose Public Schools, Attention Max L. Brunton, 10636 N.E. Prescott, Portland, Or 97220 ($4.00) [ED 219 770, 116 pp.]

Thirteen curriculum strands that together constitute a framework for competent writing are detailed in this writing program guide. Each strand discussed begins with a statement of the expected learning outcome called "a program goal" and is further organized in a kindergarten through grade 12 sequence with objectives listed for each grade level. Where appropriate, models are provided for objectives. Writing goals are also correlated with units in the Economy Company "Expressways" textbook series, including the teachers' resource book, duplicating masters, and activity book. Strands are provided for the following areas: complete sentence, sentence structure, paragraphing, format and appearance, purpose and form, paragraphing, format and appearance, purpose and form, proofreading, revision, reference materials, capitalization, punctuation, grammar, vocabulary, and spelling.

Composing as the Curriculum: A Guide for Instruction in Written Composition. Grades K-12. Albion Public Schools. 1978. [ED 162 318, 81 pp.]

The Albion (New York) school district provides this guide to written composition instruction in its kindergarten through grade 12 curriculum because of the importance and necessity of writing, not only as a school activity but also as a lifelong intellectual, self-actualizing, and daily-living activity. Following a brief overview that summarizes the rationale for "composing as the curriculum," a scope and sequence chart considers topics and lessons for reach grade, listing them by mode of discourse (description, narration, exposition, persuasion, and poetry). The remainder of the guide details sample writing activities drawn from the scope and sequence chart, presenting the activities by the steps in the "Albion Model" of the composing process (stimulus, prewriting, writing, workshopping, rewriting, and submission to an audience).

Language Arts Guide K-12. Portales Public Schools. 1980. Available from George Hughes, Assistant Superintendent, Box 779, Portales, New Mexico 88130. ($5.00) [ED 219, 749, 549 pp.]

The instructional program described in this guide is designed to provide a sequential language arts curriculum for kindergarten through grade 12. Information contained in the guide includes: (1) a statement of philosophy; (2) language arts objectives for each grade level; (3) a guide to language arts skills; (4) learner outcomes for grades one through eight; (5) learner outcomes for seventh and eighth grade remedial reading, eighth grade language

arts and literature, and ninth and tenth grade language arts; (6) learner outcomes for speech, drama, and advanced drama; (7) learner outcomes for junior and senior students in several courses, including the Bible as literature, children's literature, discussion and debate, grammar and usage, career English, and communication.

Language Arts: A Wide Spectrum of Ideas. K-12. Oklahoma State Department of Education. 1981. Available from Mary Reid, Administrator of Curriculum Section, Suite 382, Oliver Hodge Building, Oklahoma State Department of Education, Oklahoma City, Oklahoma 73105 ($4.11). [ED 214 193, 339 pp.]

Intended for language arts teachers, this resource guide contains general goals for language arts curriculum for kindergarten through grade 12, objectives for varying school levels, learning activities, and selected resources designed for a wide range of student abilities. Sections of the guide focus on listening, speaking, reading, writing, and thinking, as well as the application of mass media to language arts. The major portion of the guide contains activities, divided into sections for kindergarten, lower elementary, upper elementary, lower secondary, and upper secondary levels. The guide concludes with illustrations and examples that complement the activities.

A Suggested Model for Developing a K-12 Oral Communications Program. Mary Jo Erickson and Harold MacDermot. 1981. Available from Harold MacDermot, Minnesota Department of Education, c/o SW/WC ECSU, Marshall, Minnesota 56258 ($3.45). [ED 214 192, 72 pp.]

The curriculum model offered in this manual is designed to provide a framework within which teachers and administrators can manage an oral communication program. Following introductory discussions on defining terms, preparing statements of philosophy, and setting goals, sections of the manual contain information on the following topics: (1) the foundations of an oral communication program, such as the functions of communications, the delineation of communication competencies, and the types of guidelines for management of the oral communication program, including time allotments, articulation, and administrators' responsibilities; and (3) guidelines for instruction, including classroom teachers' responsibilities, exemplary objectives with suggested activities, instructional grouping procedures, record keeping, and assessment of student progress., A bibliography contains teaching listening, and audiovisual materials. Three appendixes provide a glossary of communication terms, suggestions for small group organization, and exemplary oral communication activities for content area teachers.

Activities Idea Definition Strategies (AIDS). Learning Disabilities: A Book of Resources for the Classroom Teacher. K-12. New Rochelle City School District. 1981. Available from New Rochelle City School District, Attention: Assistant to Superintendent of Research, Evaluation and Program Development, 515 N. Ave., New Rochelle, NY 10801 ($15.00). [ED 214 358, 83 pp.]

Intended for regular classroom teachers with learning disabled children in their classes, the manual provides information and/or teaching ides in 34 areas. Most sections re organized into three parts--examples of student behaviors, a discussion, and suggestions. Individual sections deal with the following areas: allergy, associative difficulties, auditory perception, behavior, body image, characteristics, concentration, conceptual skills, copying, discipline, early identification, fine motor coordination, following directions, gross motor skills, handwriting, homework, intelligence, language, left-right confusion, mathematics, memory, organization and study skills, a parent's view, pencil grip, procrastination, Public Law 94-142, reading reversals, self concept, social skills, spatial relationship, spelling, tactile kinesthetic sense, and time concept/orientation and telling time. Appended are a learning disabilities screening checklist and a list of tests included in a kindergarten screening program.

Fitchburg Public Schools Skills Achievement Monitoring Programs, Fitchburg, Massachusetts: Writing. Grades K-12. Fitchburg Public Schools. 1980. [ED 192 349, 59 pp.]

The Fitchburg, Massachusetts, school system's writing program designed to meet the requirements of the commonwealth's Basic Skills Improvement Policy is discussed in this paper. The skills sequences that were selected for use in the areas of composition (levels kindergarten through grade 12) and mechanics and usage (levels two through nine) are listed. The methods for evaluation of each of the sequences are discussed and the following materials are provided: writing sample topics; analytic rating sheets for writing samples (levels two through twelve) and explanations of the composition rating categories (levels four through six); a sample page from the mechanics and usage test; a sample student achievement report for the mechanics and usage test; and samples of class diagnostic summaries in both composition and mechanics and usage.

The English Language Arts Handbook: A Process for Curriculum Building, K-12. Montana State Department of Public Instruction. 1981. Available from Claudette Johnson, Office of Public Instruction, State Capitol, Helena, Montana 59601 (no cost). [ED 213 038, 46 pp.]

Intended to help school districts develop their own language arts (kindergarten through grade twelve) curriculum guide, this handbook outlines a four-step process for curriculum planning: (1) organizing the curriculum committee; (2) identifying and assessing current philosophies and practices (includes certain standards for accreditation of Montana schools and the "Essentials of Education" statement); (3) writing or revising the English language arts curriculum (provides samples of scope and sequence, course of study, and relating goals to resources); and (4) assessment of the new curriculum. Each process consists of a set of questions, samples, and references. An annotated bibliography that is directly related to the questions is provided at the end and includes sections on general curriculum concerns, English language arts general concerns, career education, censorship and copyright concerns, composition, drama, exceptional students, language, literature, media, oral communication, and reading.

Language Arts K-12. A Goal Directed Approach for Education Programs. Program Goals, Grade and Course Level Objectives, Learning Outcomes. Boulder Valley Public Schools. 1980. Available from Boulder Valley School District Re-2J, 6500 East Arapahoe, P.O. Box 9011, Boulder, Colorado 80303 ($9.00). [ED 221 870, 616 pp.]

Based upon the concept that each step in the development of an educational program for students is directed toward a known goal, this detailed curriculum guide provides program goals, grade and course level objectives, and learning outcomes in language arts for kindergarten through grade 12. The prefatory section of the document briefly presents the philosophy behind the program, its goals, and its rationales on the elementary, middle, and senior high levels. The three main chapters of the document provide detailed outlines of the courses on each of these three levels. The chapter concerning elementary language arts also contains the curriculum guide for the program's library media skills component for all grades.

CURRICULUM GUIDES
RECOMMENDED IN 1981

ELEMENTARY

Elementary Communication Arts Program. Preschool-6. School District of Lancaster. 1980. Available from Amos Hahn, Reading Program Specialist, School District of Lancaster, 225 West Orange Street, Lancaster, Pennsylvania 17604. [ED 197 355, 549 pp.]

Teachers, librarians, curriculum specialists, and administrators cooperated in this curriculum project, which involved research and intensive field testing. This curriculum is based on a philosophy that stresses the integration of the language arts and the equal importance of each of its strands--listening, speaking, writing, and reading. This is a process-oriented curriculum that includes comprehensive lists of objectives by grade level and features suggestions for oral and written composing activities, a literature program that deals with both the cognitive and the affective domains, and a variety of approaches to the teaching of the communication arts. Communication skills are listed in two ways. One indicates both a horizontal and vertical progression of skills so that teachers can determine entry and exit levels and can follow the progression of difficulty from one level to the next. The second is a vertical progression of skills by level and category only.

Language Arts Curriculum Guide. K-8. River Valley School District. 1980. 365 pp. Available from Barbara J. Moody, Curriculum Coordinator, River Valley School District, Turner, Maine 04282. [Not available from EDRS.]

This integrated approach to the teaching of language arts from kindergarten through grade eight demonstrates how skills can be taught and retaught with continuing refinement and expanding application and suggests that articulation between grade levels as well as with other subject areas is part of a basic curriculum. Instructional objectives are stated first in general terms and then broken down. A distinction is made between instructional objectives for teachers and learning objectives for students. Skills listed in the guide are to be taught in context, and progress is to be measured by criterion-referenced tests that are tied to the instructional objectives and structured to help each student learn at his or her own rate. Objectives for all reading skills and certain writing, speaking, and listening skills are extensively developed. In addition, the guide provides (1) a list of activities, many of which are designed to foster higher thinking skills and encourage students to explore and to discover; (2) materials and methods that help teachers diagnose individual learning problems and monitor student progress; (3) extensive lists of textbook resources for all grade levels; and (4) a comprehensive statement concerning standards for a basic skills writing program.

SECONDARY

Language Arts: Grade 7; English I: Grade 9. Instructional Resource Guides. Palm Beach County Public Schools. 1980. Two volumes. Grade 7, 350 pp.; grade 9, 323 pp. Available from Martin Gold, Director of Secondary Education, Palm Beach Country Public Schools, 3323 Belvedere Road, West Palm Beach, Florida 33402 ($35.00 each). [Not available from EDRS.]

These two guides, part of a series developed by the Palm Beach County Schools, represent a comprehensive, traditional approach to language arts instruction. Structured and goal-oriented, they are designed to ensure a unified language arts program with districtwide objectives. The guides include major objectives followed by specific, clearly stated subobjectives, references to adopted texts, and instructional resource sheets. Evaluation is made through criterion-referenced testing. The guides also include a statement of minimum standards for student performance. The material has been put into a loose-leaf format that features easy-to-use indexes and tabs.

Functional Basic Skills: English II. Instructional Resource Guides. Grade 11. Palm Beach County Public Schools. 1980. Includes 13 minipackets for reading skills and 9 minipackets for writing skills. Available from Martin Gold, Director of Secondary Education, Palm Beach County Public Schools, 3323 Belvedere Road, West Palm Beach, FL 33402 ($50.00). [ED 204 806, microfiche only, 76 pp.; ED 204 807, microfiche only, 453 pp.; ED 204 808, microfiche only, 417 pp.]

Developed by the Palm Beach County Schools to define district-wide objectives for instruction in functional basic English skills at the eleventh grade, the guide lists in major objectives as well as subobjectives, suggested strategies, available resources, activities, and methods of evaluation. The focus is on a particular set of objectives in reading and writing that can be measured by standardized tests. Minipackets accompany the guide and are designed to help students meet minimum standards. Each packet contains preparatory sheets, activity sheets, and an evaluation. A specific skill is identified and explained, examples are provided, and various exercises allow the student to apply the skill. The writing minipackets cover a number of skills, which vary from proofreading, classifying and organizing, and writing business letters to completing a driver's license application, an income tax return, and a job application. The reading minipackets deal with such skills as detecting context clues, discerning main ideas, making inferences, distinguishing between fact and opinion, using the dictionary, and reading maps.

GRADES K-12

English and Language Arts Curriculum Guides. K-12. Louisiana State Department of Public Education. 1980-81. Three volumes. K-6, 600 pp.; 6-9, 335 pp.; 9-12, 297 pp. Available from Connie Barnes, Louisiana State Department of Public Education, P.O. 44064, Baton Rouge, Louisiana 70804. [ED 207 066, 180 pp.; ED 207 067, 713 pp.; ED 207 068, 666 pp.]

Developed as a pilot project to establish statewide curriculum standards in language arts, these guides are based on the theory that there should be, first of all, a natural integration of the language arts strands and, secondly, an emphasis on process. The strands are organized under three headings: reading and listening, writing and speaking, and aids to reception and expression. Specific content at each grade level incorporates recent research in English education. The approach to the study of grammar, for example, encourages the integration of grammar with composition, using proofreading exercises to help students understand the difference between grammar and usage and providing exercises in structural grammar. The literature program not only emphasizes the cognitive domain but also gives attention to the affective domain and to "creative" comprehension. The major portion of the guide is devoted to objectives rather than methodology. Reference is made to state-mandated testing, and the skill charts at each grade level indicate when an objective is to be introduced and when it is to be mastered. Skills in addition to those to be tested are included, however, and teachers are encouraged to tailor the curriculum to the abilities, ages, and personalities of their students.

Writing to Be Read: A Curriculum for Teaching the Writing Process. K-12. Neshaminy School District. 1980. Available from James O. Lee, Supervisor of Language Arts, Neshaminy School District, 2001 Old Lincoln Highway, Langhorne, Pennsylvania 19047. [ED 202 031, 501 pp.]

This writing curriculum is built on the following four tenets.

1. Although learning to write well is usually hard work, the process can be made interesting--even exciting--when students realize that someone cares about what they have to say.

2. Skills are important as a means to the end of effective communication, not as ends in themselves.

3. The student is a continuous learner who is capable of taking responsibility at each step of the writing process rather than requiring continuous guidance from the teacher.

4. Growth comes through tasks to which the student relates rather than through piecemeal exercises dealing with the sentence, the paragraph, the story.

The materials in this curriculum reflect this point of view and are presented with clarity and preciseness. A notebook format features color coding and is organized by the following headings: Assumptions, Guidelines, the Writing Process, Expressive Writing, Short Lessons, Grade Level Plans, Holistic Evaluation, and Research. Well-designed lesson plans for the various writing assignments include task analysis and procedures for teaching the

writing process. Attention is given to all steps in the writing process--prewriting, drafting, revising and proofreading, publishing, and evaluating. Peer editing and small group activities are encouraged. Recent research in English education is included, particularly the implications of research findings for the teaching of writing. Designed to emphasize the relationship of writer to reader and to focus on process rather than on product, this curriculum should prove helpful to experienced and beginning teachers alike.

CRITERIA FOR PLANNING AND EVALUATING ENGLISH LANGUAGE ARTS CURRICULUM GUIDES (REVISED)

The Committee to Evaluate Curriculum Guidelines and Competency Requirements has repeatedly revised its criteria in an effort to keep pace with the practices of the best curriculum developers. These criteria were formulated with several objectives in mind. First, they provide each member of the committee with a uniform basis for evaluation. In this connection, however, the subcommittee that developed the criteria (Richard Adler, Thomas V. Corbett, Allan Dittmer, David Kives, William J. Scannell, and Sr. Rosemary Winkeljohann) urges that each guide submitted for evaluation be viewed as a unique document and not directly compared to other guides. Second, the criteria may serve to help schools and other educational agencies that are in the process of developing and evaluating curricula. Finally, the committee hopes that the criteria may act as a change agent within the field of English and the language arts. In a sense, these criteria are utopian--with biases that the Committee readily acknowledges. While no single guide has "met" these standards, perhaps the criteria themselves help to remind us of the direction we wish to take.

Philosophy: What We Subscribe To
(annotations in parentheses)

This guide

1. has a statement of philosophy that coherently explores the beliefs of teachers about students and subject matter.
   (Philosophy is what we believe, and it's a good thing to get out in the open.)

2. has content that follows logically and consistently from its statement of philosophy.
   (If a philosophy doesn't guide decision-making, it's useless.)

3. promotes a natural, organic integration of language arts experiences.
   (Things ought to go together.)

4. encourages teachers to view language both as a subject and as a communicative process central to all human life and learning.
   (Language is primarily a living process, not an artifact.)

5. stipulates that individual processes of language development and concept development take precedence over arbitrary grade-level expectancies or requirements.

(The best chance for stimulating learning is to start where the kids are.)

6. expresses the belief that the English program should aid students in planning, executing, and evaluating their learning experiences both individually and in groups.
(Who's it for anyway? Complete involvement in the process is ideal.)

7. suggests that teaching and learning are cooperative, not competitive, activities in the classroom.
(Nobody ever really wins. The business of the classroom is cooperation--between teachers and students, and students and students.)

8. indicates that successful experiences in language development are essential for all students.
(Success comes in all colors, shapes, and sizes. All kids need to succeed in school.)

Policies and Procedures: How We Operate

This guide

1. helps free teachers by explaining their responsibilities and by suggesting the possibilities open to them.
(School systems usually have expectations, and it's a good thing for teachers to know their options.)

2. states procedures for both individual and group decision-making on such matters as selecting and ordering materials, equipment, and services.
(The nuts and bolts ought to be specified, not just guessed at.)

3. supports the view that curriculum building is an ongoing process.
(The curriculum, like kids, keeps changing--or at least it should. There ought to be a plan and somebody to make sure it happens.)

4. reflects the interaction and cooperation of members of the total educational community.
(Everybody should have a say, and they ought to be listened to.)

5. encourages continual inservice training and professional improvement for all teachers.
(Change is continuous, as is the learning process.)

Objectives: What We Hope Will Happen

This guide

1. has objectives that follow directly from the philosophy.
   "What you see is what you get!")

2. sets clear objectives for all the major components of the English curriculum.
   (Say what you want to happen so that it makes sense to you and to anybody who reads it.)

3. states objectives in a manner that facilitates recognition and description of progress.
   (An objective can be a useful thing if it helps you to focus on what kids do.)

4. distinguishes teacher objectives from student objectives.
   (What teachers do should be differentiated from what students do.)

5. recognizes that many objectives are desirable even though progress toward them may not be conveniently observed or accurately measured.
   (Restriction to a limited set of precise objectives can unduly inhibit learning and teaching. Some goals are reached only very gradually, almost imperceptibly, and some processes are not easily broken into steps or levels of achievement.)

6. recognizes that cognitive and affective behavior are inseparable in actual experience.
   (Thoughts and feelings interact continuously.)

7. contains objectives for improving language performance as well as for perceiving more clearly what others do with language.
   (Language is a game for playing as well as watching. You learn to do something by doing it, not by sitting on the sidelines.)

Organization: How We Channel the Flow of Energy

This guide

1. makes clear how particular units, lessons, and procedures are related to the total English program.
   (Connections need to be made now and then. It helps if you have some idea how things might fit together and make sense.

2. suggests a workable sequence of basic communication skills.
   (A suggested logical order is helpful even if it can't always be followed by particular children.)

3. organizes major aspects of the language arts to provide directions for planning.
   (Themes are a pretty good way to organize a curriculum but not the only way.)

4. regards textbook materials, if used, as resources rather than courses of study.
   (Textbooks don't equal the curriculum--at least not in the best programs. Teachers and kids and parents are the real resources.)

5. suggests a variety of classroom organizations and activities to accommodate various kinds of learning.
   (Classrooms are not conveyor belts in the factory of learning. It's the things that happen on the way that count.)

6. supplies specific procedures that will enable teachers to help their students to become increasingly independent.
   (Dependency is learned, but so is independence.)

7. reflects the principle that the students themselves should often generate learning activities.
   (Kids are natural learners who sometimes learn to be incurious and unquestioning. They learn when we let them.)

Process As Content: The Ways That Students Experience

This guide

1. distinguishes between conventional "expository" teaching methods and "discovery," "inductive," or "inquiry" methods.
   (No method is sacred; each is useful for a different purpose. In many schools, however, more emphasis needs to be placed on inquiry.)

2. contains activities that have a "problems" or "questions" focus.
   (Documents from the past or problems from the present or future should often be used to promote training in inquiry.)

3. arranges its inquiry approach so that students gain confidence in their problem-solving abilities.
   (An attitude of inquiry is learned through successive and successful encounters with problems that can be solved.)

4. indicates methods to promote cooperative interaction among

students.
(Classroom experiences should provide guided practice in group dynamics.)

5. suggests strategies that encourage students to discover and extend their own ways of perceiving and learning.
(Because students have individual perceptions of experience, it is essential for them to develop their own growing analytic and creative powers.)

6. stipulates ways to focus attention on the processes of inquiry and learning.
(Inquiry processes--learning how to learn--are probably the most important activities that students and their teachers can engage in.)

Language

This guide

1. suggests that the content of language study often comes from real life.
(Language is as real and personal as each individual.)

2. provides for study of conventional areas of linguistics.
(Linguistics, as usually taken up in schools, includes semantics, history of language, grammars, regional dialects, social dialects, lexicography, and kinetics--body language.)

3. suggests study of unique customs of specific language areas.
(The "languages" of advertising, politics, religion, and many other human activities are worth studying. Teachers need to ask the right questions about the ways these languages work.)

4. provides for frequent, imaginative use of language in student-created and student-moderated groups.
(Improvised drama, role playing, task groups, and brainstorming are ways that kids can explore language. Imagine what it would be like if....Then talk it out.)

5. reflects current or recent developments in modern language theory.
(Some of the new grammars work better than the old ones because they describe our language more precisely.)

6. suggests activities that help students learn the difference between grammar and usage.
(Grammar is primarily the study of language structure; usage is the study of the values we attach to pronunciations, vocabulary, and particular conventions.)

7. recognizes that analysis of language, as in grammar study, does not necessarily improve performance in composing. (The analysis of grammar is different from the processes of composing.)

8. recognizes the assets of bidialectal, bilingual, and non-English-speaking children in exploring language concepts. (We live in a pluralistic society.)

9. suggests activities that help students acquire or expand their facility to understand and use the English language. (The basis for all language is experience.)

10. recognizes the importance of children accepting their "home-rooted" language as well as the languages of others. (Positive self-concepts help kids to become more "open" people.)

Composition: How We Shape Language and Ourselves

This guide

1. perceives composing as occurring in four ways: speaking, writing, acting, and filming. (Composing requires an orchestration of experience. There are different ways to say things, and all are worthy of investigation.)

2. emphasizes the significance of composing as a means of self-discovery. (E.M. Forster said, "How can I know what I think 'til I hear what I say?"

3. recognizes the importance of the composing processes as ways of bringing order to human experience. (Composing is a way to make sense of our world.)

4. has activities designed to stimulate composing. (Precomposing experiences, if important to kids, can help stimulate more worthwhile writing.)

5. recommends that composing should often occur in small groups. (Kids can help stimulate and shape each other's thinking.)

6. affirms that composing is always creative.

7. suggests that composing stems from meaningful precomposing experiences. (The better the input, the better the output. Creation requires stimulation.)

8. recommends that composition should occur for different purposes and usually for audiences other than the teacher.
(Decisions about communication ought to be determined by something more than the teacher's grade book. Authenticity is a function of knowing to whom you're talking and why.)

9. recommends that composing should occur in an atmosphere of maximum sharing.
(Let kids help each other.)

Media: "The Medium Is the Message"

This guide

1. promotes audiovisual as well as verbal literacy.
(Students need to explore the relationships among visual, verbal, and kinesthetic communication.)

2. acquaints teachers with the characteristics and potential uses of various media.
(The electronic age is with us. Are we with it?)

3. suggests ways of involving students in using media.
(Pen and ink are just one voice. Kids need the options of communicating with color, motion, and sound.)

4. suggests specific media supplements for learning activities.
(The media are like extension cords; they plug into a wider world.)

5. lists media resources available to teachers and specifies procurement procedures.
(What's available and how do you get it? Media resources don't get used unless they're accessible.)

Reading and Literature: The Worlds Students Experience

This guide

1. provides ways for teachers to determine individual degrees of readiness.
(Shakespeare said, "The readiness is all.")

2. suggests procedures to help teachers develop student reading skills.
(The teaching of reading means more than having a few books around.)

3. recognizes that a total reading program reaches beyond the developing of basic reading skills.

(A person really never stops learning how to read. There are always new skills to learn.)

4. relates the skills of reading to a total language program.
   (Reading, writing, listening, and speaking are more like a web than like four peas in a pod. You touch one strand of language experience, and the whole web vibrates and responds.)

5. makes provisions for a comprehensive literature program.
   (Get a lot of books of all kinds in kids' hands.)

6. recognizes that it is more important to engage in literature than to talk about literary terms.
   (Literary terms, conventions, and systems of classification are inventions of the profession. If talk about these externals is substituted for experience with literature, we "murder to dissect," as Wordsworth put it.)

7. recommends that teachers allow and encourage students to select and read all types of literature, especially contemporary.
   (Take the lids off the reading list, and let kids explore.)

8. helps teachers to identify, accept, and explore all varieties of affective and cognitive response.
   (What kids say about literature is important, and so is how they feel about it. Our efforts should be devoted to helping kids extend and deepen their responses.)

9. suggests acting and role playing as a means of exploring literature.
   (Literature is frozen drama. Whenever you get your body into the language of a poem or story, you're interpreting it.)

Evaluation: Discovering and Describing Where We Are

This guide

1. has a coherent and useful rationale for evaluation.
   (The rationale should be related to philosophy and objectives. The reporting policy should be explicit.)

2. stipulates that reporting procedures describe pupil progress, including growth beyond the scope of stated objectives.
   (Teachers and students should not feel inhibited by narrowly specified objectives. "The asides are essential to the insides.")

3. makes clear that grades and standardized tests, if used, do not constitute the major purpose of evaluation.

(Grades and scores are not ends; the end of evaluation should be information useful for furthering achievement.)

4. suggests methods of evaluation that encourage rather than discourage students.
   (Teachers should encourage and respect whatever progress pupils make rather than punish or badger them for lack of progress.)

5. helps teachers diagnose individual learning progress and suggests methods and material to accomplish this.
   (Each pupil learns in a different way and at a different rate from other pupils.)

6. suggests that most evaluation be tailored to the student's ability, age, and personality.
   (Evaluation should be adapted to people, not vice versa. If evaluation is primarily for helping individuals learn, and if differences are at least acknowledged, then evaluation should be individualized.)

7. recognizes that the student must be involved in all evaluation.
   (Self-evaluation is crucial to learning.)

8. suggests ways that teachers and students can use the results of evaluation to change the program as often as necessary.
   (The ideal curriculum is tentative, flexible, and responsive to the results of continual evaluation.)

Design: Form, Function, and Flavor

This guide

1. is easy to read; the language is clear and effective.
   (Guide writers should set a good example in communicating; our medium has a message.)

2. exhibits an appealing form and style.
   (An attractive and creative guide will stimulate use.)

3. has a format that makes revision convenient.
   (A loose-leaf format makes a guide more amenable to change.)

4. states its relationship to other curriculum guides published by the school system.
   (Sometimes new teachers have a better idea of what's going on when curriculum relationships are explicit.)

5. suggests as resources a large variety of specific background materials and school services.

(A guide, to be useful, must have useable things in it.)

6. identifies people and procedures that promote interdisciplinary activities.
(We sometimes build walls around ourselves with labels like English, social studies, and science.)

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